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ABSTRACT

This two-part learning module provides text and accompanying exercises to assist instructors in employing effective listening and communication techniques in response to students' programs and concerns. Part I describes the communication process between sender and receiver and discusses the process of active listening by which the instructor provides a feedback mechanism to assure a better understanding of what the student wishes to communicate. This section includes: (1) a discussion of the attitudes needed by the instructor to effectively use active communication, (2) a description of the various categories of responses used by individuals in face-to-face situations, (3) an examination of the frequency with which these responses are used, and (4) an outline of negative responses and other barriers to communication. Part II provides a group exercise for practicing one-way and two-way communication, an exercise on listening and response styles, a questionnaire providing a series of hypothetical student statements for which instructors choose an appropriate response, a role-playing exercise, a module evaluation form, and a bibliography. The learning module also provides pre- and post-tests. (JP)

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ED184603

A Self-Instructional Unit on Interpersonal Communication - Helpful Styles of Listening and Responding

Prepared for:
The Media Systems Series in Creative Teaching

"WHAT TEACHERS CAN DO WHEN STUDENTS HAVE PROBLEMS"

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Instructor: Kay Grastie

Institution: Greenville Technical College

Course Title: Faculty Development Teaching Improvement Project

Target Group: Comm nity College Instructors

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JC 800 052

In order to listen I will
have to listen without obligation,
I will have to give up my
intentions to hear.

If I will let the meaning
flow through me like wind
blowing through leaves, then
I can open up loosely to
what is being said, instead
of howling it down with
my intensity.

All poetic quotations are from Hugh Prather, I Touch the Earth, the Earth Touches Me (Garden City, New York: Doubleday & Company, Inc., 1972).

TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	Rationale	1
	PART A - LEARNING THE CONCEPTS	
I.	Key Concepts	2
II.	Objectives	3
III.	Pre-Test	4
IV.	Communication	5
V.	Post-Test	27
	PART B - APPLYING THE CONCEPTS	
I.	One-way and Two-way Communication: A Group Exercise	31
II.	Exercise On Listening and Response Styles	38
I.	Pre-Test Answers	52
II.	Post-Test Answers	53
	Bibliography	63

INTRODUCTION

How do you respond to your students' problems and concerns? Think a moment. When a student begins talking with you about something that is deeply distressing or of real concern to him/her, do you know how to respond to be most helpful? Do you think how to answer in ways that will both help the student solve his problem or clarify his feelings and at the same time promote a positive and closer relationship between you and that student? If you feel unsure of your answers to these questions, you are among the majority. Most teachers state two common problems--feelings of inadequacy in being a "helping person" to students and feelings of rejection by students when attempts are made to be helpful.

RATIONALE

As a community college instructor, you are meeting students daily who have many problems which often seriously interfere with the learning process and at times may even make learning impossible. Probably, you are adequately sensitive in recognizing students' problems. However, merely recognizing that a student has a problem is not enough. Teachers often fail in being helpful to students because they do not know how to respond effectively. In this module, you will learn what to say to a student who has a problem. Sound interesting? Please read on.

KEY CONCEPTS

active listening

communication

communicator

feedback

interference

medium

message

receiver

stimulus

OBJECTIVES

At the end of this self-instructional unit, you will be able to:

1. Name and give examples of the thirteen barriers to Communication.
2. Describe the general effects of these barriers in inhibiting communication between instructor and student.
3. Identify your own characteristic response style.
4. Phrase different types of written responses to simulated student problems.
5. Formulate your own responses to some typical student problems you encounter daily using active listening.
6. Describe "communication" diagramatically.
7. Describe the attitudes required of teachers to be effective "active listeners."
8. List at least four advantages of using active listening in communicating with your students.

PRE-TEST

1. Describe in your own words how the process of "communication" works.

2. Which of the following ways of responding to students is generally used least often:

   a. understanding
   b. evaluative
   c. probing
   d. interpretive
   e. supportive

3. Define the following terms as they relate to the communication process:

   a. feedback

   b. active listening

4. Discuss the rationale for using active listening as opposed to other strategies to communicate with students.

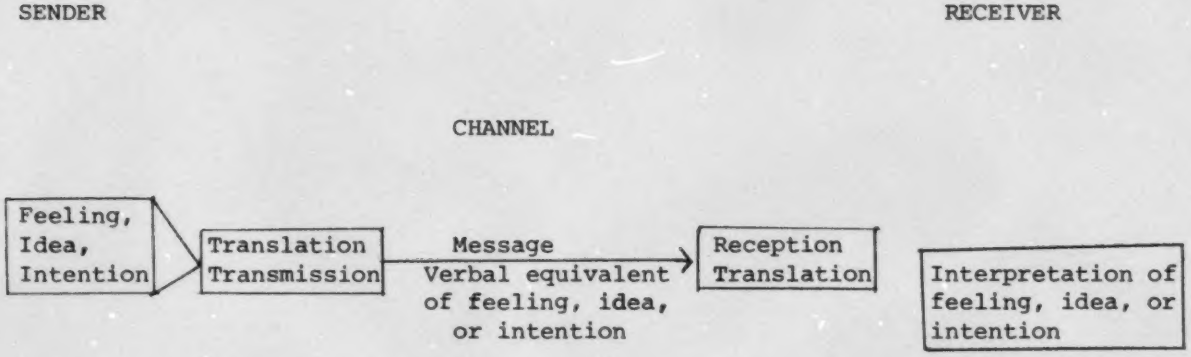
5. Identify at least six barriers to communication (for example, judgmental responses).

Check your answers on page 50. If you have all the answers correct, you do not need to complete this unit, but may wish to do further reading on this subject from references in the bibliography.

PART A - LEARNING THE CONCEPTS

When one person talks to another person, he is attempting to convey a message about a feeling or emotion or idea. Often the message cannot be communicated literally. We have all experienced the frustration of being misunderstood and often the misunderstanding occurs because we send messages in code, using a language equivalent to the feeling or emotion. For example, the feeling "appetite" or "hunger" may be encoded and transmitted in the verbal message "I'm hungry!" It could also be encoded as "What time is it?" or "What time were you planning lunch?" Generally, the message is merely related to the feeling or emotion rather than clearly describing or stating the emotion. This, of course, is where the breakdown in communication occurs. Too often, we respond to the code rather than the actual message.

The following diagram describes this communication process.



This model of the interpersonal communication process identifies seven basic elements:

1. The sender needs to express some feeling, idea or intention.
2. The sender translates his feeling or idea into a coded message

appropriate for transmission.

3. The message is transmitted from the sender to the receiver by a verbal, non-verbal, or behavioral stimulus.
4. The message may be transmitted by any of several media, primarily voice or vision.
5. The receiver translates the stimulus he receives according to his comprehension of the sender's intentions.
6. The receiver responds internally to his interpretation of the message -- he develops feelings, ideas, intentions, and selects behaviors in response to the sender's stimulus.
7. Frequently an element interferes with the communication process. Perhaps an attitude or prejudice of the sender or receiver is the problem. Perhaps the sender has chosen inappropriate language. The receiver may have no frame of reference in his background or experiences for understanding the message. External noises, annoying mannerisms, and speech problems such as dialects can also interfere, but these problems are generally easier to cope with than is improper "decoding".

Now pause for a minute and think through the following question based upon this description of the communication process.

Exercise 1

List at least four reasons why two persons may fail to communicate effectively with each other.

ANSWER:

Possible reasons are inappropriate language (sender), attitudes and prejudices (sender and receiver), lack of compatible frame of reference (sender), and speech problems (sender).

People communicate effectively if the receiver perceives the intent of the sender. Sounds simple when stated that way. However, all of us know that all too often two individuals do not understand one another because they do not communicate effectively.

Let's look at a few familiar student communications to teachers.

The student is feeling:	His coded message may be:
1. Anxious about the upcoming exam.	"Why do we have to learn all this stuff?"
2. Afraid of being chosen to return a demonstration in the lab.	"Do I have to go to lab today?"
3. Overwhelmed by the amount of studying required.	"This stuff is too hard - I just can't understand it."
4. Disappointed in the results of a first test.	"I hate this course - it's not going to do me any good anyway."

Now try to "decode" the following typical student message. Write your response in the space below.

Student Message: "Hom many tests will we have in this class?"

Your Decoding: _____

_____

_____

Which of the following possible ways did you decode the message?

1. He thinks I should give fewer tests.
2. He wants to plan his schedule.
3. He is worried and anxious because he doesn't think he will understand the material well enough to pass exams.
4. He hasn't read the course syllabus which plainly states the number of tests to be given.

If you chose number 3, congratulations! You have accurately decoded this student's message. However, you probably only did so by intuition, luck, or guessing since you could not <u>see</u> or <u>hear</u> the student.

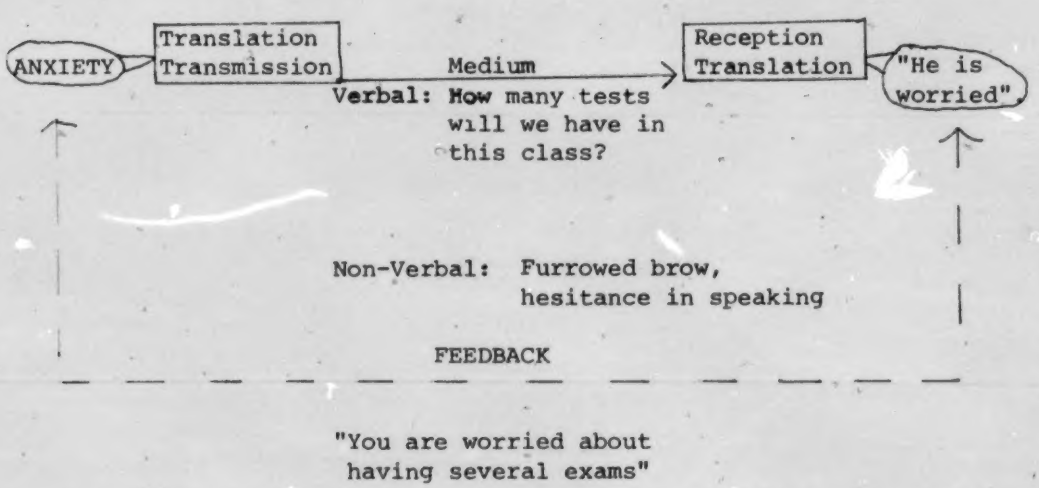
If this had been an actual student-teacher interchange, how could you be sure you had inferred from this question what the student actually meant to communicate to you? Any one of the answers above could probably apply to this message under certain circumstances.

The most accurate method of insuring that you understand what a student really wishes to communicate is a process called active listening.

Let's explore the communication process a little further to examine the process of active listening.

Active listening is a process of interacting with the student in order to insure a better understanding of what the student wishes to communicate. It involves a process of providing feedback to the student that you do understand what he is communicating.

The following diagram illustrates the process of active listening:



This diagram identifies certain basic elements of the active listening process:

1. The translation process by the receiver must be a guess or an inference since you cannot see exactly what internal feeling or emotion is intended by the sender.
2. "Feedback" serves as a "check" to see if the receiver is understanding the message correctly from the sender. Feedback also serves as proof to the sender that he is correctly or incorrectly understood. Neither the sender nor the receiver can read the other's mind.
3. Feedback usually is a restatement or a paraphrase of the sender's message by the receiver.
4. Upon receiving feedback, the sender will probably acknowledge correct understanding by "that's right!" or its verbal or non-verbal equivalent. If the feedback indicates the receiver did not understand correctly, the sender will restate another message to the receiver to clarify his feelings.

Let's pursue this last point by examining the illustration above a little more closely.

Suppose you as the teacher received this student's message incorrectly. Your restatement of the problem ("You are worried about the number of exams." tells the student you did not guess correctly.)

Student: No, it's just that I've started working full-time and I have to allow time to study.

You: Oh. You're worried about having enough study time.

Student: Yes. I don't do well on tests unless I have plenty of study time.

You: I see. You feel you do better on tests when you have a lot of study time.

Student: Yeah. I always do badly when I have to cram for an exam.

You: The tests will be at least three weeks apart and announced a week in advance.

Student: Good!

Active listening is based on determining and reacting to how the sender feels about an external situation, not on the situation itself.

Let's look at another student-teacher exchange which will help to illustrate this key point more clearly.

Student: I don't know what curriculum to take. I'd like to take secretarial science, but my mother wants me to be a dental hygienist.

Teacher: You're feeling torn between what you want to do and what your mother wants for you.

Student: Uh-huh. I'm afraid she'll be disappointed in me if I don't enter dental hygiene.

Teacher: You feel your mom won't be pleased with you if you become a secretary even though that's what you really want to do.

Student: That's right.

This teacher focused on the feelings of the student about this problem, rather than whether the student was right or the mother was right or the pros and cons of a secretarial career versus a career as a dental hygienist.

The important of feedback in clarifying messages in the communication process is tested in the group exercise in Part B.

In the space below, write a short statement of why you believe that feedback is important. Check your answer at the bottom of the page.

Two-way communication is more effective than one-way communication. Feedback is essential for effective and accurate communication.

Letting people in is
largely a matter of
not expending the energy
to keep them out.

WHAT'S REQUIRED FOR EFFECTIVE ACTIVE LISTENING?

Active listening isn't something that just "happens". In order for it to be effective, the teacher must have a certain attitude or "set." Otherwise, the use of active listening may come across to students as mechanical, insincere, or manipulative. The following attitudes are required to enhance this type of communication process and to assure its effectiveness.

1. The teacher must basically believe that students <u>are</u> capable of solving their own problems.
2. The teacher must believe in the <u>process</u> of active listening as a facilitator in finding solutions to students' problems.
3. The teacher must be <u>patient</u> and realize that the student may grope for days, weeks, or months in finding the solution to some major problems.
4. The teacher must be committed to <u>accepting</u> the students' ideas, beliefs, and feelings shared with him even though these ideas, feelings, and beliefs are drastically different from his own.
5. The teacher must realize that feelings are often quite transitory. Active listening helps the student release these feelings and go on with the process of living, working, and studying.
6. The teacher must <u>want</u> to help students and <u>make time</u> for it.
7. The teacher must demonstrate empathy for students' problems, but must <u>not</u> let students' problems become her own and trouble her,

8. The teacher who feels truly uncomfortable in dealing with students' problems should say so and should direct the student to an individual who is more at ease and can help the student.
9. The teacher should always respect the confidential nature of students' communications to them. Gossiping about students to other students or teachers will quickly destroy the openness of the communication process.

Is it worthwhile? That depends upon you and how you perceive yourself as a "helping person" to your students. Active listening can become another teaching tool for you to use to facilitate learning. It is not a gimmick. It is a strategy to help students clarify feelings, defuse emotions, and solve problems which may be actually interfering with learning the material you are presenting in your classroom. You may already be using this teaching tool and calling it something different. Anytime you promote "talking it out," "thinking through," "thinking out loud," or "working through," you are using a form of active listening to facilitate problem solving by students.

Hopefully, this module will help to increase your awareness of active listening as a possibility for creating an environment where students feel understood, feel a sense of empathy on the part of the teacher, and feel greater self-respect because you are willing as their teacher to show them they are important enough for you to stop and listen. In return, the student is likely to exhibit greater respect for you and to work harder to accomplish coursework, to demonstrate cooperation, and to minimize hassles and disciplinary problems. Sound like worthwhile dividends? Make you own decisions.

WHAT STYLE AM I?

Carl Rogers, the noted psychologist, conducted a series of studies several years ago on how individuals actually respond to one another in face-to-face situations. He found that individuals' responses can be categoried in the following manner:

1. Evaluative: a response indicating that the receiver has made a judgment of relative goodness, appropriateness, effectiveness, or rightness of the sender's problem. The receiver in some way implies what the sender might or ought to do.
2. Interpretive: a response that indicates the receiver's intent is to tell the sender what his problem means and how the sender should really feel about the situation. The receiver has either obviously or subtly implied what the person with the problem might or ought to think.
3. Supportive: a response that indicates the receiver's intent is to reassure, to pacify, to reduce the sender's intensity of feeling. The receiver has in some way implied that the sender need not feel as he does.
4. Probing: a response that indicates the receiver's intent is to seek further information, provoke further discussion along a certain line, or question the sender. The receiver has in some way implied that the sender ought or might profitably develop or discuss a point further.
5. Understanding: a response that indicates the receiver's intent is to respond only to ask the sender whether the receiver correctly understands what the sender is saying.

how the sender feels about the problem, and how the sender sees the problem.[2]

Rogers found that the categories of evaluative, interpretive, supportive, probing, and understanding responses encompass 80% of all the messages sent between individuals. The remaining 20% of the messages constitute incidental responses. In studying individuals in a variety of settings he found responses usually occur in the following frequency: (1) evaluative (most often), (2) interpretive, (3) supportive, (4) probing, (5) understanding (least often)! Finally, he found that if a person uses a single type of response as much as 40% of the time, he is seen by other people as <u>always</u> responding that way![3]

At this point, turn to page 39 in Part B and complete Answer Sheet I. Choose the responses <u>most typical</u> of your communication with students, <u>not</u> what you think is the desirable response. After all, the purpose is to help make you aware of how you usually respond. For now, disregard the "Response" and "Frequency" tables.

It may surprise you that you <u>usually</u> respond in a certain pat, stereotyped manner! All too often these responses may be generally judgmental or evaluative probing, etc. What effect does this have on your communications with others, particularly with students? Sometimes a certain type of response may interfere with communication. In order to illustrate this point more clearly, let's look carefully at these categories of responses broken into even finer detail.

4

COMMUNICATION BARRIERS

1. Ordering

   Example: "Read over that handout tonight and see if you can understand it (you probably can't, implied)."

   "I don't care if you are tired, we're going to finish this lecture."

   "Get finished with this lab today (or else, implied)."

   What this says to students: The student's needs or feelings are secondary to the teacher's. The teacher doesn't have confidence in the student's ability or judgment.

2. Threatening

   Example: "If you don't get the paper finished, you can stay here until you do." "You'd better stop loafing or you'll fail this course."

   What this says to students: The teacher has little respect for the student's needs or wishes. The teacher wishes to make the student feel submissive or fearful.

Note the similarity of the first two types of communication responses. However, in the second type the consequences for refusal to comply are stated rather than implied. Both types of responses may evoke hostility in students. In addition, the student may be tempted to do what he has been warned not to do merely to see if the teacher really will carry through on the threat!

3. Preaching

Example: "You should be on time because it's embarrassing if you aren't." "You should wear a clean uniform every day in order to look professional."

What this says to students: The student is made to feel a burden, a duty, an obligation. The student's judgment cannot be trusted. Hence, he must rely upon what others deem as correct or right. The student should feel guilty if he does not comply with the "norm" behavior.

These messages commonly cause students to respond by even stronger resistance.

4. Advising

Example: "If you would develop better study habits, you'd be able to complete all your assignments."

What this says to students: Adolescents are usually struggling to assert their own independence. The non-traditional student, whether it is the minority student or the middle-aged woman returning to school to attempt a career, is also trying to assert independence. Advice communicates superiority or "I know what's best for you." This may be especially destructive in supporting students' attempts to gain independence and learn to think on their own.

5. Lecturing

Example: "Remember that those revisions are due in two days."

What this says to students: This type response may have the effect of making students feel inferior, subordinate, and inadequate. Since no one likes being proven wrong, the student may resort to any manner to prove his viewpoint is correct. Logic and facts often evoke defensiveness for this reason. In addition, students often interpret the presentation of facts as an attempt by the teacher to get them to do an assignment the teacher's way.

6. Criticizing and Disagreeing

Example: "You're irresponsible and immature. A mature person completes assignments on time."

What this says to students: These responses constitute negative criticism. Evaluation in this manner often influences students to withhold feelings, rather than suffer blows to their self-esteem. In order to protect his self-image, the student usually will respond defensively and angrily. Frequent negative evaluation causes one to develop a self-image which includes lack of self-respect, inferiority, inadequacy, and unworthiness. This type of self-image in turn promotes self-defeating attitudes and actions. (This is commonly observed behavior in the high risk, disadvantaged student in the community college.)

7. Praising and Agreeing

Example: "You're an intelligent woman. I'm sure you can learn to balance equations."

What this says to students: Praise does not always prove beneficial to students. That may be a surprising statement to you! If the praise or positive evaluation is contrary to the student's own self-image, it may serve to evoke an angry response in the student. It may be interpreted by the student as a safe, easy way for the teacher to avoid the real feelings of the student and to save the teacher the time of having to confront the student as he really is. In fact, praise is often viewed by students as an attempt to manipulate them to do what the teacher desires. "You're just saying that to get me to work harder" is the typical student's response to praise of his own self-image is not one of being a "good student."

8. Name-Calling, Stereotyping, Ridiculing

Example: "You're acting like a typical athlete."

What this says to students: These three types of responses are all forms of negative criticism and as such have a most destructive effect on the self-images of students. Responses such as "That's

not professional" or "You're not very mature" are not likely to cause a sudden change to demonstrate professionalism or maturity. The most likely response from the student is to pin a name or stereotype on the teacher, redirect the attention away from themselves, and thus excuse themselves entirely for unacceptable attitudes or behaviors.

9. Interpreting, Analyzing, Diagnosing

Example: "You're just trying to get out of doing that assingment."

What this says to students: These are often "I know why" or "I can see through you" statements from the teacher to the student and serve to foster the notion of superiority of the teacher and inferiority of the student. Two things may happen, both of which are bad. If your analysis is right, the student feels exposed and often frustrated or embarrassed. If you are wrong, the student may feel angry at being misunderstood and falsely accused.

10. Reassuring, Sympathizing, Consoling, Supporting

Example: "I know just how you feel. I always hated calculus, too. I even failed it once. But it isn't really that hard once you get the basics down."

What this says to students: Like praise, reassurance and sympathy may not always have positive effects. Teachers most often use this response when they feel uncomfortable with the strong feelings, attitudes, or emotions the student is expressing. Thus, the most convenient thing is to tell the student, "Things will turn out all right, you'll feel better tomorrow." The implication is that the student doesn't really see how things are. Students

stop communicating with teachers then because they feel the teacher is merely interested in having them stop feeling the way they are feeling. The student sees this as an indication that the teacher is not interested in the way he really feels, hoever.

11. Questioning, Probing, Interrogating, Cross-Examining

Example: "Did you think a 500-word essay was too long?" "Did you compose an outline, as I told you?" "Why did you wait so long to ask for help?" "How long did you spend writing it?"

What this says to students: These types of responses serve to limit the direction of communications. They limit the student's freedom to talk about what he wants to. The teacher extracts information and directs or redirects conversation using these methods. Questions are most used by teachers when their natural curiosity prompts them to want to know more. Questions may be interpreted by students as an attempt to get them out on a limb. For example, a student tells you he feels he made a bad grade on a test. You respond with, "How long did you study?" This may be seen as a "trap" to suggest "Ah, Ha, I've got you! You've admitted you didn't study!" Students often feel threatened by questions and respond with "Why do you want to know?" or "Does it really matter if I turn the assignment in on time?"

12. Withdrawing and Diverting

Example: "Come on, let's not talk about something as gruesome as child abuse." "Now isn't the time to discuss the term paper." "Let's get back to our review",

What this says to students: Diversion techniques will not make the problem go away. It will resurface until dealt with. A response such as "So, who doesn't have a problem?" or "What's new?" is a turn off to students, not an indication of acceptance. The student will soon learn to take his problems elsewhere.

13. Sarcasm, Humoring

Example: "You certainly are in a pleasant mood today." (to a student who is furious about a grade).

What this says to students: Responding to a student who has a problem with kidding, sarcasm, teasing, or humor will make that student feel rejected, put down, unimportant, and unworthy of respect. A problem to a student is just as serious as any problem is to you as a teacher.

Exercise 2

What do you believe is your most frequent type of response? Just speculate based on your past experiences.

Exercise 3

Read the following paragraph and write a response for each category.

"Sometimes I get so depressed I can hardly stand it. Here I am, 25 years old and still not married. It's not as if I haven't had any chances, but I've never really wanted to marry any of the guys I've dated. All my friends are married; I can't understand why I'm not. Is there something wrong with me?"

Evaluative Response:

Interpretive Response:

Supportive Response:

Probing Response:

Understanding Response:

The difference between
talking "at" and talking
"with" is the difference
between touching,
and being touched.

It will be virtually impossible to eliminate completely these types of responses in your communications with students. However, your awareness of types of interference in communication and techniques of more effective communication will gradually replace these barriers. With practice and effort, the result will be improved communication and understanding between teacher and student. The utilization of active listening rather than other passive or negative types of responses will facilitate problem identification and problem solving by the student and will also contribute to the growth and development of a positive self-image. This entire process, of course, fosters mutual understanding and respect between teacher and student and allows the teacher the privilege of serving the student in the capacity of "a helping person" in the true sense of the word.

You are aware that what troubled individuals need most often is someone to "bounce" their feelings against. Just talking it out is often helpful, and active listening facilitates this process in a completely non-threatening way. We are assuming here that you haven't been asked for help and have no behavioral contract with the student.

POST-TEST

1. Diagram the communication process.

2. List attitudes of teachers which are necessary to facilitate active listening.

3. List at least four advantages of using active listening in communicating with students.

   1.

   2.

   3.

   4.

   5.

4. a. Compare the effectiveness of one-way versus two-way communication.

   b. Evaluate the importance of feedback in the communication process.

5. What is the effect of judgmental or evaluative responses on communication?

(Circle 3 correct answers)

a. They increase the accuracy of communication.

b. They encourage the sender to elaborate on his statements.

c. They increase the sender's fears about disclosing his ideas and feelings to the receiver.

d. They spice up the conversation.

e. They increase the sender's defensiveness about what he is saying.

f. They alienate the sender.

6. How does giving an understanding response facilitate communication?

(Circle 1 correct answer)

a. It helps the receiver to see the expressed ideas and feelings from the sender's frame of reference.

b. It communicates to the sender that the receiver cares about the message and wants to understand it.

c. It increases the amount of time two individuals talk with one another.

7. Match the type of Communication interference with the statement:

_____1.	"Shut up and listen to the directions."	a.	Odering, Commanding, Directing
_____2.	"What you need to do is to get your priorities straight."	b.	Warning, Threatening
_____3.	"You know it's your job to study when you come to school. You should leave your personal problems at home."	c.	Moralizing, Preaching
_____4.	"If you have any more trouble with this assignment, you'll have to repeat the whole course."	d.	Advising, Giving Solutions or Suggestions
_____5.	"I'm sure everything will work out just fine."	e.	Teaching, Lecturing, Giving Logical Arguments
_____6.	"You're obviously just trying to have your cake and eat it, too."	f.	Judging, Criticizing, Blaming
_____7.	"If it's still bothering you, we'll talk about it later."	g.	Name-calling, Stereotyping, Labeling
_____8.	"With your personality and intelligence, you're bound to be ok."	h.	Interpreting, Analyzing, Diagnosing
_____9.	"The real problem here is that you don't seem to realize that you have to budget your time. For every hour of class, you will heed to study two hours on your own."	i.	Praising, Agreeing
		j.	Reassuring, Sympathizing
		k.	Questioning, Probing
		l.	Withdrawing, Distracting, Humoring

_____10. "You're acting like someone who has no responsibilities."

_____11. "Do you <u>really</u> study?"

_____12. "It's your own fault."

8. What are the seven basic elements of communication?

(Circle 7 correct answers)

a. The subject of the conversation, around which all communication occurs.

b. The intentions of the communicator.

c. The receiver's reactions to the sender.

d. Translation from concept or emotion to medium (sender) and from medium to concept or emotion (receiver).

e. Transmission of the message.

f. The receiver's understanding of the content of the message and the intention of the sender.

g. The preferred style of thinking of the sender.

h. The channel through which the message is sent.

i. The internal response of the receiver.

j. Interference

k. The categories of response the receiver has in his mind.

l. Expressing acceptance and support.

If you were not able to answer all of the questions correctly, you should meet with the instructor to discuss those areas which are still unclear. (Check your answers on pages 5 and 6).

PART B - APPLYING THE CONCEPTS

It's not that I don't listen,
it's that I listen to something
else.

As soon as someone starts
talking I immediately start
thinking - as if their talking
were a waste of my time and
that now I have the opportunity
to fake it, I will do something
that is <u>really</u> important.

Now that you have learned and practiced the elements of active listening, you will probably want to work on how to apply the knowledge you have acquired to your own students. Part B of this module contains some exercises and case studies for you to experiment with so that you can practice on hypothetical students before you use the technique on real students with real problems. This section is made up of a group exercise in one-way and two-way communication and an exercise on listening and response styles.

One-Way and Two-way Communication: A Group Exercise[5]

Directions:

1. The leader selects a sender and two observers (if the group has less than seven members select only one observer). The sender should be a person who communicates well and who speaks clearly and loudly enough to be heard.
2. The sender is seated either with his back to the group or behind a screen. He is given "Square Arrangement I." The leader should be careful that the group members do not see the diagram of squares which the sender will describe. The sender is told to study the first arrangement carefully for two minutes in order to be prepared to instruct the group members on how to draw a similar set of squares on their paper.
3. The first observer is asked to note the behavior and reactions of the sender during the exercise and to make notes for later comment. The second observer is asked to make notes on the behavior and reactions of the group members. Facial reactions, gestures, posture, and other nonverbal behaviors may be observed.

4. The group is given these instructions. "The sender is going to describe a drawing to you. You are to listen carefully to his instructions and draw what he describes as accurately as you can. You will be timed, but there is no time limit. You may ask no questions of the sender and give no audible response. You are asked to work independently."
5. The tables are placed in the front of the room. The sender is then told to proceed to give the instructions for drawing the first figure of squares as quickly and accurately as he can. The leader should ensure that there are no questions or audible reactions from the group members.
6. When the sender has completed giving the instructions for "Square Arrangement I," the leader records the time it took to do so in the proper space in the first table (4.1A). Each member of the group is asked to write down on his paper the number of squares he thinks he has drawn correctly in relation to the preceding one.
7. The leader instructs the sender to face the group members. He gives the sender "Square Arrangement II" and tells him to study the relationship of the squares in this new diagram for two minutes in preparation for instructing the group members on how to draw it.
8. The group is given these instructions: "The sender is going to describe another drawing to you. This time he will be in full view of you and you may ask him as many questions as you wish. He is free to reply to your questions or amplify his statements as he sees fit. He is not, however, allowed to make any hand signals while describing the drawing. You will be timed, but there is no time limit. Work

as accurately and rapidly as you can."

9. The sender is told to proceed.

10. When the sender has completed giving instructions for the second figure, the time is again recorded in the appropriate page of Table 4.1 A. The group members are asked to guess the number of squares they have drawn correctly and to record the number on their papers.

11. A median for guessed accuracy on the first drawing is obtained by recording the number of group members who guessed zero, the number who guessed one, and so on in Table 4.1 B. The median guessed number is found by counting from zero the number of group members guessing each number until you reach half the members of the group. The median is then recorded in Table 4.1 A.

12. The same method is repeated to get the median of accurate guesses for the second drawing.

13. Members are shown the master drawing for the first set of squares and the relationship of each square to the preceeding one is pointed out. Each square must be in the exact relationship to the preceding one as it appears on the master drawing to be counted as correct. When this has been completed, the members are asked to count and record the actual number right. A similar count is taken for the second chart.

14. The median for accuracy for this first and second drawing is obtained and placed in Table 4.1 A.

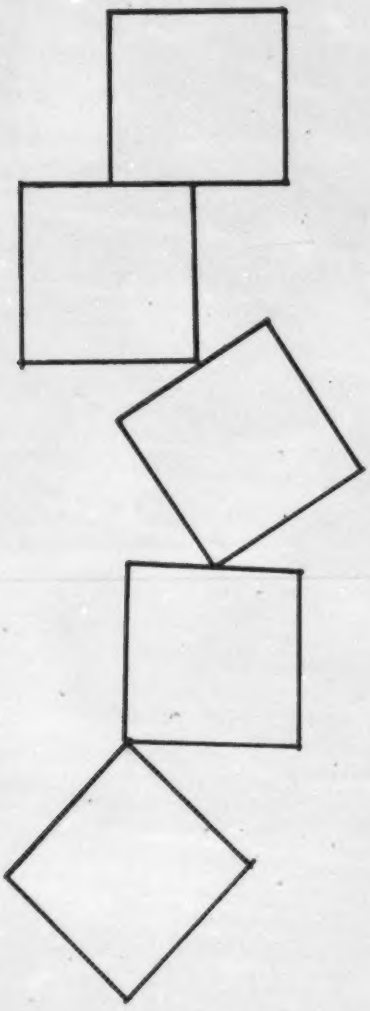
15. The following questions are discussed:

    a. What may be concluded from the results in term of time, accuracy, and level of confidence?

b. What did the observer record during the exercise? How did the behavior of the sender and the group members vary from one situation to the other? The group members and the sender should comment on what they are feeling during the two situations.

c. How does this exercise compare with situations you find yourself in at work, at school, or at home? How might you change your behavior in relating to your friends and acquaintances as a result of what you have experienced during this exercise?

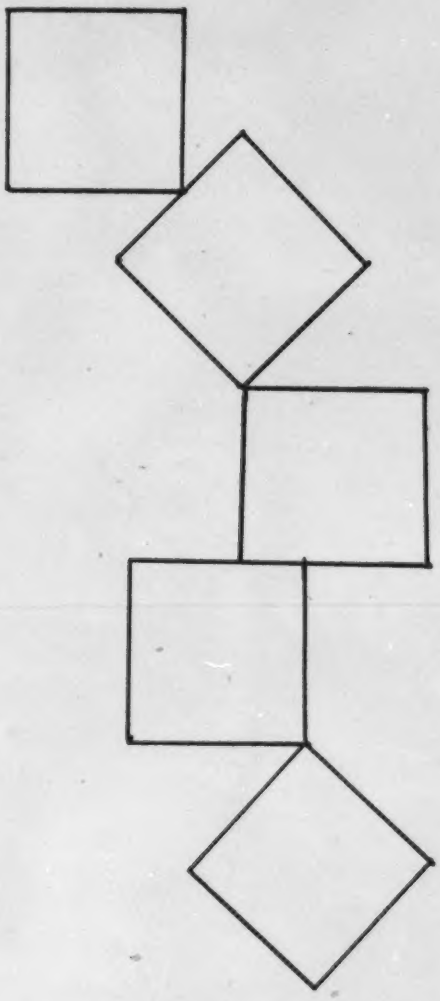
SQUARE ARRANGEMENT I - ONE-WAY COMMUNICATION



Instructions: The sender is to study the figure above. With his back to the group, he is to instruct the members of the group how to draw them. He should begin with the top square and describe each in succession, taking particular note of the placement relationship of each to the preceeding one. No questions are allowed.

From: Reaching Out
David W. Johnson
Prentice-Hall, 1972

SQUARE ARRANGEMENT II - TWO-WAY COMMUNICATION



Instructions: The sender is to study the figures above. Facing the group, he is to instruct the members how to draw them. He should begin with the top square and describe each in succession, taking particular note of the placement relationship of each to the preceding one. He should answer all questions from participants and repeat his description if necessary.

Table 4.1 A

Median for Trials 1 & 2

Medians	Trial 1	Trial 2
Time elapsed		
Guess accuracy		
Actual accuracy		

Table 4.1 B

First Trial

No. Correct	Guess	Actual
5		
4		
3		
2		
1		
0		

Table 4.1 C

Second Trial

No. Correct	Guess	Actual
5		
4		
3		
2		
1		
0		

Exercise On Listening And Response Styles[6]

The objectives of this exercise are (1) for you to identify your response style, (2) to provide you with an understanding of the different types of responses available in a situation where the sender has a problem he wants help with, and (3) for you to examine when each type of response may be most effective in helping the person with his problem and in building a closer relationship. The general procedure for the exercise is as follows:

1. Identify the underlying intent of each response given in the questionnaire. The specific instructions are on "Answer Sheet II."
2. Using the scoring key, score "Answer Sheet I," which you completed earlier. Indicate the number of times you used each type of response in the appropriate space on the answer sheet.
3. Divide into groups of three and score "Answer Sheet II," discussing each response until everyone understands it.
4. On Table 7.1, mark the frequency with which each member of the group used each type of response.
5. Use the questions given to discuss the results summarized in Table 7.1.

ANSWER SHEET I: IDENTIFYING PERSONAL RESPONSES

Read the 12 statements and circle on this answer sheet the response which best represents what you would personally say to the speaker if you were trying to form a close relationship with him and help him solve his problems.

1. 1 : 2 : 3 : 4 : 5
2. 1 : 2 : 3 : 4 : 5
3. 1 : 2 : 3 : 4 : 5
4. 1 : 2 : 3 : 4 : 5
5. 1 : 2 : 3 : 4 : 5
6. 1 : 2 : 3 : 4 : 5
7. 1 : 2 : 3 : 4 : 5
8. 1 : 2 : 3 : 4 : 5
9. 1 : 2 : 3 : 4 : 5
10. 1 : 2 : 3 : 4 : 5
11. 1 : 2 : 3 : 4 : 5
12. 1 : 2 : 3 : 4 : 5

Response	Frequency
E	____
I	____
S	____
P	____
U	____

ANSWER SHEET II: IDENTIFYING THE INTENT OF A RESPONSE

Study the sheet on which the five basic intents underlying the responses to the problems presented in the questionnaire are discussed. Then go back through the questionnaire and classify the responses to each problem according to the five categories. Read each of the twelve statements of a problem and identify the intent underlying each of the alternative responses by marking a P for probing, I for interpretative, E for evaluative, S for supportive, and U for understanding.

ITEM	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

SCORING KEY FOR IDENTIFYING THE INTENT OF A RESPONSE

When you have completed Answer Sheet II, use this scoring key to score the type of responses you personally gave for each item (Answer Sheet I). Then divide into groups of three, score the accuracy with which you correctly identified the different response for each item (Answer Sheet II), and discuss each answer in your group of three until everyone understands it.

ITEM	1	2	3	4	5
1.	I	S	E	U	P
2.	E	U	I	P	S
3.	U	I	P	S	E
4.	P	U	E	S	I
5.	S	P	U	I	E
6.	P	U	I	E	S
7.	E	I	P	S	U
8.	S	E	U	P	I
9.	U	P	E	S	I
10.	P	U	E	S	I
11.	I	E	S	U	P
12.	U	P	S	E	I

TABLE 7.1 Frequency With Which The Group Members Used Each Type of Response

Frequency of Response	Response Styles				
	E	I	S	P	U
0-2	___	___	___	___	___
3-5	___	___	___	___	___
6-8	___	___	___	___	___
9-12	___	___	___	___	___

After you have finished the procedure for scoring both answer sheets, mark the frequency with which each member of the group used each type of response. In the group, discuss the results summarized in Table 7.1 and the consequences of each response style. The following questions may be helpful:

1. What were the most frequently used responses by the members of the group?
2. How frequently did you use each of the response styles?
3. When would you want a friend to use each of the different responses in talking with you about your problems and concerns?
4. When is each type of response most useful in helping another person with his problems and concerns and in building a relationship with him?
5. What responses tell the most about the receiver?

Questionnaire On Listening And Response Styles

In this exercise a series of statements is presented. Each statement is an expression by a person about an aspect of the situation he faces. Little or no information is given you about the nature of the person speaking. Following each statement is a series of five possible responses. You are to follow the directions on "Answer Sheet I" concerning the statements and the responses.

1. Girl - "I tell you I hate my father. I hate him! I hate him! And there's no reason for it. He is a minister - a good and righteous man. He has never laid a hand on me - but I have this terriffic feeling against him - and it makes me feel so terrible because - there is no reason for it. It's a sin to hate your father - especially if you don't have any real reason for it. I . . . it worries me."

    1. I don't blame you for feeling guilty about hating him, especially since you can't figure out what he has done to make you hate him. And then, too, even though you see only your hatred of him, I bet that underneath it you have some love for him, and this plays a part in your feelings of guilt.
    2. Awhile ago I felt the same way, but I hated my mother. I guess lots of kids do. I just avoided her for awhile until things settled down, and things are fine now.
    3. That's really strange that you feel that way. You should get things straightened out. A good relationship with your father is a great thing.

4. You're worried that you hate your father without reason and yet feel sinful for hating him.
5. What's your father like? You say he's never hit you, but maybe he has not let you do a number of things you wanted to do. What do you think?

2. Boy - "I have the queerest feeling. Whenever anything good happens to me - I just can't believe it. I act as though it never happened. And it worries me. I wanted a date with Myrtle - and I stood around for weeks before I got up enough courage to ask her for a date, and she said "yes" - and I couldn't believe it. I couldn't believe it so much that I didn't keep the date."
   1. You've got to get with it and get a more realistic idea about women. They're human, too, you know, and want dates just as much as you do.
   2. It just doesn't seem real when something good happens to you?
   3. You have probably denied to yourself so strongly that anything good could happen to you that when it does it seems unreal.
   4. Maybe these feelings of unreality are connected with a particular area of your life. What do you mean when you say, "Whenever anything good happens to me?"
   5. It's not a big thing. Lots of people get the same kinds of feelings. You'll snap out of it.
3. Boy - "I'm determined to get good grades. I am not afraid of hard work. I am not afraid to take a few hard knocks, if I can see my goal out there in front. And I'm not averse to climbing over a few people who get in my way because this means a lot to me. I can't be satisfied with just mediocre grades. No, I want to be somebody."

1. You see yourself as a really ambitious person, is that it?
2. You just have to be out on top, no matter what you may do to others.
3. Why do you feel that it's so important to get good grades?
4. Why don't you take some tests to determine what courses you'd do best in? It might be a big help to you, although I bet that with your drive you could do well in most fields.
5. Determination can be a real asset to anyone. Are you really sure, though that you mean it when you say you're not against climbing over those who get in your way? Couldn't that be a problem?

4. Girl - "I'm afraid to be alone. I really am. I'm afraid I'll kill myself, and I don't want to, but I get so depressed. I get caught in a terrific clutch of fear - it's unreal, but it's there. And I get so anxious I could scream. I want to get outside and I'm afraid to go out in cause I run in front of a car - and I'm afraid to stay in - I'm afraid of myself - I'm afraid to go to the doctor to get an examination. I'm afraid he'll tell me it's cancer. My mother had it. My grandmother, my aunt. I've lived with it all my life, and it's hell. And when this first came up. . .see, I break out in a sweat just talking about it. I just can't talk to my father. God is there any help?"
   1. Aside from your fear, have you any symptoms of cancer?
   2. This terrific fear just never lets you alone.
   3. If you have any reasons at all to think that you might have cancer, you really should try to control your fear enough to have a medical examination. It's stupid to worry if there's no reason, and you shouldn't waste time if you do have cancer.

4. Whenever you get that scared, why don't you call me? I'm not saying that I'll be of any help, but maybe you'll feel better if you talk to someone.
5. You feel that you might have cancer because so many people in your family had it, and you're letting that fear creep into every aspect of your life.

5. Girl - "I've lived in this town all my life, and in the same house for seven years, but I don't know anybody. At school I just can't seem to make friends. I try to be nice to the other kids, but I feel all uncomfortable inside. And then I tell myself that I don't care. People aren't dependable, everyone is out for himself, I don't want any friends. And sometimes I think I really mean it."
   1. Listen, here's what we can do. You can join this club I belong to. Our group is small and we want more members. We go horseback riding and things like that, so even if you are too afraid to make friends at first, at least you can have fun.
   2. When you first meet someone, how do you act? What do you say to them?
   3. It's gone on so long it almost has you convinced. Is that right?
   4. Maybe your not wanting friends is just to cover up for something else.
   5. It's pretty hard to be without friends. I would really work on that. There are lots of things that you could do to learn how to make friends, and the sooner you start, the better.

k. Boy (veteran) - "What's the use of anything? No one plays fair and square with a guy. The fellows who stay at home get all the breaks. They all take advantage of us while we sweat it out at the front. I

hate their guts - every one of them. They are all double-crossers. And my girl..." (long pause).

1. You started to say something about your girl?
2. You feel they took advantage of you and it really makes you angry.
3. Maybe you resent the guys who stayed home because you are jealous. You wish that you could have stayed home, too.
4. I understand how you feel about that, but it's going to keep you from getting anywhere if you don't try to get away from it.
5. Lots of other people are angry too - sometimes with good reason. But you'll forget it as time goes on and you get things going again.

7. Boy - "I tell you I am in one hell of a fix! I'm in love with a really great girl - and she loves me. I'm sure of that. But I'm not good enough for her. I can't ask her to marry me. I've got a criminal record. She doesn't know about it, but I know it'll come out some day. No, I couldn't marry and have children. I've got a record and that proves to the world that I'm no good."
   1. Well, it would be unfair to her to marry and to discover about your past later. You have to tell her about it now.
   2. You feel afraid to face her with your record because she might break up with you and you just couldn't stand that.
   3. Why are you so sure that she wouldn't be able to accept you if she knew about your past?
   4. Possibly if you could have her talk to a friend, maybe they could lead her to see that your past is your past and does not necessarily mean that you couldn't have a happy future together.
   5. You see yourself as not good enough for her without a doubt?

8. Girl (physically handicapped) - "I can't do any of the things my sister does. I can't dance or go riding or date the boys. I'm a . . . I look at Charlene, and I wish I were her. You can't know the feeling I get deep inside me. I want to be able to have pretty clothes like hers, and to go out and have a good time. It makes me sick inside. But she can't help it. She was born that way. I can't help it because I was born this way . . . and I get this feeling. I love my sister, really I do. But I just cry and cry until I am sick. I want the things other girls have. I can't help it - I'm only human. I know it's a sin to feel as I do - but she has everything and I have nothing."

   1. Since you realize that you aren't going to be able to do many of the things your sister does, aren't there some other things you'd like to do?
   2. I can see why you'd envy her, but since you can't compete with her it's not much use in using up your energy with envy. You've got to settle down and build your own life.
   3. In other words, you are jealous of your sister because you can't compete with her and you feel guilty about your envy because you love your sister, too.
   4. How do you react to her directly and how does she react to you in some of these situations?
   5. You say in one breath that you envy your sister. You say next that you love her. Your feelings of guilt could be due to these contradictory feelings.

9. Boy - "I got out of school last month and I thought, "Now what?" I looked for a job, and right there I ran into a snag. I couldn't

make up my mind what to do. I thought I ought to go to college, or thought I'd be happier if I joined the Navy, and then I looked for a job and nothing stood out as a clear choice. Everything looked bad, and I felt . . . well, what's the use? Am I going crazy? Am I always going to be so messed up inside that I won't be able to move in any direction?"

1. You're wondering what it's all about?
2. Why don't you want them and why do you want them - maybe there's a clue that will help you out.
3. This is one thing many of us have faced. It will disappear in time. Why not just take anything until you get things clear in your mind?
4. You don't need to remain messed up, or you may not be messed up now. You're confused, yes, but if you set your mind to it, I bet you'll overcome your confusion and move ahead all right.
5. You're confused - and upset about it. This can happen, I guess, when we suddenly find ourselfes having to make decisions after a long time in high school where even minor decisions were made for us.

10. Girl - "Oh, I couldn't work through my problem without help. You ask me questions and tell me . . . because I wouldn't be able to . . . honestly . . . I haven't got any idea how to go about it. I don't want to . . . it's like at school, I can't go ahead on my own, I just can't. I want to be told - then it's not my fault if things go wrong. And they would go wrong, because I don't know how things should be done, I feel so helpless."

1. What do you mean when you say "it's not my fault if things go wrong even after I've been told what to do?"
2. You feel that you just can't do things without help?
3. It's not really that you can't go ahead on your own - it's just that you think you can't. You need to build up your self-confidence.
4. We can talk and then maybe you'll get some ideas to think about and try which may make your school work easier.
5. You feel dependent upon someone else for nearly everything you do, don't you? And it probably scares you when people throw you on your own. But when people tell you what to do you don't have to assume the real responsibility and then it's not your fault if things go wrong - they just didn't tell you enough.

11. Boy - "I've gone steady four times and each time I've thought, "Boy this is the real thing!" But none of them has ever been like this girl. She's the most beautiful girl you ever saw - and dance! And she dresses like a million dollars. She's out of this world!

1. You're really enthusiastic about her, aren't you?
2. How does she compare with your other girls? How did you feel about them before you went steady?
3. If she's anything like you seem to feel she is, she must be quite a catch. Maybe this time you'll stick.
4. It seems to me kind of odd that every time you've felt the same way.
5. Just stop and listen to what you've said. The reasons that you give for really digging this girl are rather superficial.

12. Boy - "Well this new kid came into class. He's a big shot - has all the answers. Thinks he's going places. But he doesn't know George P. Quipenque! I'll get ahead of him."

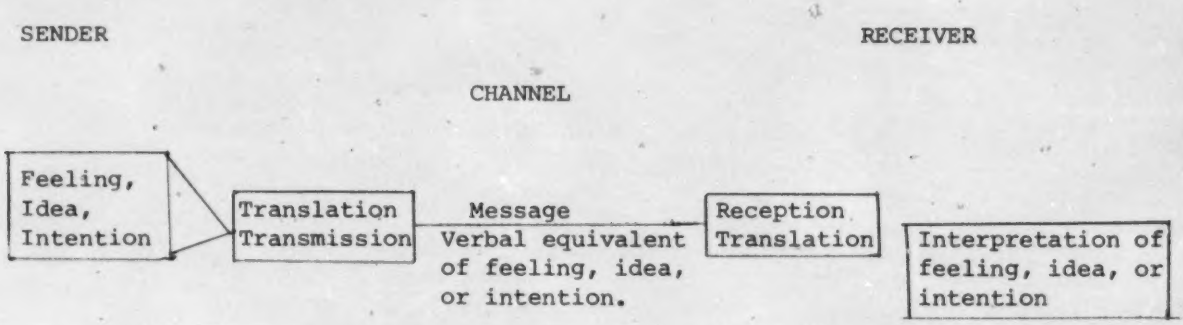
    1. You feel that you must be out in front. That it is really important to you to be the better man.
    2. It's a fine thing to try to get ahead, but by starting out with such an attitude toward him you're going at it all wrong.
    3. Boy, that will probably take a lot of work and studying. You'll want to go carefully.
    4. He really makes you want to beat him out?
    5. Hold it. Why is it so important to you to want to get ahead of him?

PRE-TEST ANSWERS

1. Communication is the use of verbal and non-verbal equivalents by the sender to the receiver about some feeling or emotion going on inside of him.
2. (a) understanding
3. Feedback is a restatement or paraphrase of the sender's message by the receiver. Active listening is the process of interacting with the sender to provide feedback that you understand accurately what the sender intended to communicate.
4. Active listening assists the student by facilitating problem solving by him. It helps him clarify feelings, defuse emotions, and creates better communication between teacher and student.
5. Ordering, Commanding, Directing
   Warning, Threatening
   Moralizing, Preaching
   Advising
   Teaching, Lecturing
   Judging, Criticizing, Blaming
   Praising, Agreeing
   Name-calling
   Interpreting, Analyzing
   Reassuring, Sympathizing
   Questioning, Probing
   Withdrawing, Distracting
   Sarcasm

POST-TEST ANSWERS

1. Diagram the communication process.



2. List attitudes of teachers which are necessary to facilitate active listening.

   a. The teacher believes students are capable of solving their own problems.

   b. The teacher is convinced of the usefulness of active listening.

   c. The teacher accepts students' felings, ideas, and beliefs even if they differ from his or her own.

   d. The teacher wants to help students and is willing to make time to do so.

   e. The teacher realizes feelings and emotions are often transitory.

3. List at least four advantages of active listening:

   a. It helps students facilitate problem solving.

   b. It defuses emotions which interfere with learning.

   c. It promotes greater self-respect in students and a more positive self-image.

   d. It is a way for students to demonstrate empathy for students and thereby improve the teacher-student relationship.

4. Based upon the group exercise in which members of the group were given directions to draw Square Arrangements I and II:

   a. Compare the effectiveness of one-way and two-way communication.

      Two-way communication is more effective.

   b. Evaluate the importance of feedback in the communication process.

      Feedback enhances communication and is essential to provide accurate understanding of messages from the sender.

5. What is the effect of judgmental or evaluative responses on communication?

   c. They increase the sender's fears about disclosing his ideas and

   e. They increase the sender's defensiveness about what he is saying.

   f. They alienate the sender.

6. How does giving an understanding response facilitate communication?

   b. It communicates to the sender that the receiver cares about the message and wants to understand it.

7.

1.	a	7.	l
2.	d	8.	i
3.	c	9.	3
4.	b	10.	g
5.	j	11.	k
6.	h	12.	f

8. What are the seven basic elements of communication?

   b. The intentions of the communicator.

   c. The receiver's reactions to the sender.

   d. Translation from emotion or concept to medium (sender) and from medium to emotion or concept (receiver).

   e. Transmission of the message

   f. The Receiver's understanding of the content of the message and the intention of the sender.

   h. The channel through which the message is sent.

   j. Interference

Role-Play Exercise

Form into groups of three. Each person will alternate playing the roles of instructor, student, and observer. The member playing the role of the student, in each role-play gets to choose his or her problem from those listed below. The teacher responds, and the student elaborates. Each of the two participants must make at least three statements. The observer listens to the "teacher's" responses and notes whether they are representative of active listening. In each case, the student is simply telling you a personal problem in an out-of-class situation.

Situations:

1. A student tells you that his wife is ill and he is forced to take care of her and their two small children, work eight hours a day, and keep up with his six-hour classload. He is feeling resentful and guilty at the same time--and tired!

2. A 45-year-old student's husband has died, leaving her with three children and no skills or work experience. She is feeling resentful toward her husband for leaving her and guilty about feeling resentful. She is also having difficulty both financially and emotionally, raising her children by herself.

3. A student (male or female) tells you about his/her difficulty in relating to large groups of people. The problem leads to feelings of ostracism, inadequacy, and resentment against everybody, including self. The student feels frightened by the community college setting.

4. A foreign student is having trouble with communication. There are feelings of loneliness and separation from home and family and of difficulty expressing feelings to American students. The student is outgoing and gregarious by nature and really wants to be a part of the mainstream of college life rather than staying with a small group of other foreign students.

5. A female student, age 32, has left her husband and children and is living in an apartment. She feels that she has been unappreciated by her husband and used as a servant by her ten-and twelve-year-old daughters. Her family wants her back but she is undecided about what to do. Her parents and in-laws are telling her to go home, but her friends are applauding her courage. You could also play this from the husband's side.

6. A student who turned in a paper (in another class) containing some unintentionally humerous miskates is furious and humiliated because his/her instructor used it as an example of how not to write. The instructor maintained the student's anonymity, but he/she is still embarrassed and believes that the instructor is guilty of betrayal.

7. Adapt a situation that has happened between you and one of your students.

Evaluation Sheet

1. I feel this module has helped me in the following areas:

   a. Phrasing understanding responses.
   b. Recognizing alternative ways of responding to students.
   c. Understanding the importance of feedback.
   d. Recognizing when effective communication is taking place.
   e. Engaging in two-way communication.
   f. Increasing my awareness of common roadblocks to communication.

2. I need more work on:

   a. Phrasing understanding responses.
   b. Phrasing responses to facilitate active listening.
   c. Recognizing when effective communication is taking place.
   d. Recognizing when ineffective communication is taking place.
   e. Using feedback constructively in the communication process.
   f. Increasing my awareness of my use of roadblocks to communication in the daily communication process.

3. The group exercises:

   a. Facilitated learning.
   b. Did not seem necessary to improve my understanding of the material presented.
   c. Were confusing.

4. The material presented was:

   a. Too basic.
   b. Too complicated.
   c. At an appropriate level.

5. The material presented was:

   a. Too brief
   b. Too lengthy.
   c. Sufficient.

6. As a result of this module, I feel I could implement active listening in my communications with students.

   a. Yes
   b. No

7. I need more instruction and more practice to be able to use active listening in communicating with students.

   a. Yes
   b. No

8. I am interested in learning more about communicating with students.

   a. Yes
   b. No

9. I feel students' problems should be handled generally by counselors and not by classroom teachers.

   a. Yes
   b. No

Revision Data Sheet

Number Responses

1. I feel this module has helped me in the following areas:

_____ a. Phrasing understanding responses.
_____ b. Recognizing alternative ways of responding to students.
_____ c. Understanding the importance of feedback.
_____ d. Recognizing when effective communication is taking place.
_____ e. Engaging in two-way communication.
_____ f. Increasing my awareness of common roadblocks to communication.

2. I need more work on:

_____ a. Phrasing understanding responses.
_____ b. Phrasing responses to facilitate active listening.
_____ c. Recognizing when effective communication is taking place.
_____ d. Recognizing when ineffective communication is taking place.
_____ e. Using feedback constructively in the communication process.
_____ f. Increasing my awareness of my use of roadblocks to communication in the daily communication process.

3. The group exercises:

_____ a. Facilitated learning.
_____ b. Did not seem necessary to improve my understanding of the material presented.
_____ c. Were confusing.

4. The material presented was:

_____ a. Too basic.
_____ b. Too complicated.
_____ c. At an appropriate level.

5. The material presented was:

_____ a. Too brief.
_____ b. Too lengthy.
_____ c. Sufficient.

6. As a result of this module, I feel I could implement active listening in my communications with students.

_____ a. Yes
_____ b. No

Number Responses

7. I need more instruction and more practice to be able to use active listening in communicating with students.

_____ a. Yes

_____ b. No

8. I am interested in learning more about communicating with students.

_____ a. Yes

_____ b. No

9. I feel students' problems should be handled generally by counselors and not by classroom teachers.

_____ a. Yes

_____ b. No

Post-Test Item Analysis

Question	Number of Learners	Error Rate
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Notes

[1]Adapted from Thomas Gordon Teacher Effectiveness Training (New York: Peter H. Wyden, 1974), p. 69.

[2]David W. Johnson. Reaching Out: Interpersonal Effectiveness and Self-Acutalization (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), p. 125.

[3]Ibid. p. 129.

[4]Based on a concept by Gordon, pp. 47-49 and 80-87.

[5]Adapted by David W. Johnson from Harold J. Leavitt, Managerial Psychology (University of Chicago Press, 1958), pp. 118-128.

[6]Adapted by David W. Johnson from E. H. Porter. Therapeutic Counseling (Boston: Houghton Mifflin, 1958), pp. 10-24.

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